

## **CHAPTER II**

### **REVIEW OF LITERATURE**

#### **2.1 Concordance**

Concordance is a tool that can be used by EFL learners to look for linguistic patterns found in everyday conversation and written. It is useful for displaying words in several different sentences (Warschauer & Healey, 1998). By using concordance, EFL students are helped in analysing the structure of literary writing and explore the vocabulary, grammatical features, collocation, and word usage. EFL students are given the ease to access the numerous examples of native languages in various styles and genres (Lee, 2011). Even students can learn how the writer works with the language and effects that exist in the text without having a background in literature.

According to Yavuz (2014), there are some advantages of using concordance such as authenticity, transparency, and learner autonomy. First, authenticity is the teachers and material designers should explain and know what language to use and what will be taught to students. Second, transparency is the teacher can find out the weaknesses of students based on the material that they produce. Third, learner autonomy is students can learn by themselves. EFL learners can analyze problems in language independently, and solve the simple problems in language such as preposition and punctuation by using concordance. It has various collections of texts from various fields of writing and media, for example, informative writing in the field of science and art, and also imagination from books

or magazines. The students have the opportunity to learn the use of words initiatory while experimenting with their writing (Hyland, 2009). It encourages students to independently choose the right vocabulary and what is needed in certain circumstances (Unit, 1990).

### **2.1.1 Concordance for teaching vocabulary**

Several studies support the effect of concordance on vocabulary learning. Varley (2009) finds that most of the students provide positive response and will use concordance in the future in their learning. The students also show their ability to identify the meaning of words. To understand the words, EFL learners can use concordance in their exercise. Mudraya (2006) investigates engineering students in ESP learning and conclude that the use of concordance can enrich student's learning experiences, increases their knowledge of languages and can improve the way ESP teaching is approached.

In addition, one of the obstacles that EFL learners have is learning collocation which is one of the materials taught in vocabulary learning. To date, concordance introduced as a new breakthrough in digital computer for collocation learning (Jafapour & koosha, 2006). It further argues that collocation and the words that appear most frequently in keywords can be identified by concordance. Faghih & Sharafi (2006) investigates the role of collocation on Iranian EFL learners. The researchers reveal that their study shows a tight correlation between language proficiency and collocation. On the other hand, Kheirzadeh & Marandi (2014) investigate the benefits of using concordance for the students in learning

collocation. The participants are junior students majoring at English translation in Sobhe Sadegh Institute of Higher Education in Isfahan, Iran. The result shows students' satisfaction and excitement in using concordance to learn collocations. One of the students mention that translate collocational combinations from Persian to English is mostly wrong and it is too hard to find everything in the dictionary but the student can find it in concordance.

### **2.1.2 Concordance in teaching writing**

Concordance is considered particularly useful in the L2 writing class for some reasons (O'Sullivan & Chambers, 2006; H. Yoon & Hirvela, 2004). Students are encouraged to write well to achieve success in academic. EFL learners are often find challenges in second language writing such as miss collocation and lexical poverty (Luo, 2016). However, the students need access that allows them to continue writing correctly and efficiently. Concordance is one of effective tools in mastering a foreign language, grammar, collocation and writing style are relevant to apply in teaching writing (Y. Sun & Wang, 2003). Concordance programs are a great contribution to language teachers not only to integrate technology into their courses but also to motivate the students to focus on the course. With the help of concordance programs, EFL learners will also have various activities to focus on and the computer will eliminate any kind of ambiguity that might exist in the class. Therefore, the use of concordance in teaching writing can be a suitable solution.

In previous studies, Gaskell & Cobb (2004) concentrate on grammatical errors. The study investigates the role of concordance in correcting student writing

errors. The participants were 20 adults Chinese EFL learners in an English writing course. The result shows that adapting concordance for the development of students' grammar at a low level is less straightforward than for lexical development. However, there were also positive results that show students got a high degree of correction accuracy. Further, Lai & Chen (2013) and Choongil (2016) investigate how concordance tools can be consulted in combination with other resources in writing. The result shows that the participants need to use concordance because they are more accurate and provide a wide and complete selection that cannot be found in the dictionary.

## **2.2 Learning English**

English is an international language that is considered important by parts of the world. It helps people in communication and understand each other. It is a universal language used in various fields such as entertainment, communication, education, and business (Crystal, 2003). On the other hand, English is the knowledge in the field of education. With English, students' educational opportunities will increase. When learning English, students can attend international schools around the world and become better educated. Besides, students gain access to numerous English resources and increase students' knowledge instead of getting lost in translation. According to Kunasaraphan (2015), several schools in several countries make English as a foreign language that is studied in school with the main goal of educating. Therefore, the demand to make English as a second language is increasing.

Nowadays, the use of technology is very important to improve students' proficiency in learning English. Internet and computer access are everywhere for foreign learning in many industrialized countries. Besides, new technology enhancements such as smartphones and internet access are also available to facilitate students' learning (Golonka et al., 2014). Numerous research studies on English as a second language confirm the efficacy of the technology and claim that its integration can benefit the teaching-learning process and second language acquisition (W. M. Chan, 2014; Richards, 2015; Rosell-aguilar, 2013). One example of the use of technology has been studied by Farr (2010). The study shows that some students seem to enjoy use the corpora and think that the technology is useful. The students believe corpora can increase their language awareness, increase their awareness of context, and promote learning discovery. However, the technology, internet, and media provide great opportunities for meaningful language.

### **2.3 Writing**

In EFL writing, writers use particular processes or strategies to enhance students' writing. Wenden (1991) classifies writing strategies in two categories: metacognitive and cognitive. First, metacognitive which mental procedures used by learners to organize their learning such as planning, evaluating and monitoring. Second, cognitive is step that used by learners to find information or knowledge and apply it into their learning such as clarification, retrieval, resourcing, deferral, avoidance, and verification. On the other hand, writing skills require three cognitive processes such as planning, translating and revising (Limpo & Alves, 2018).

Planning involves the formulation of task goals and ideas. Translating refers to the conversion of ideas into linguistic forms and then changed in written forms that involve the relevance of orthographic symbols such as spelling and producing them by handwriting or typing. Revising covers evaluating, the monitoring and changing the written text. Hence, these two of strategies that implemented before writing to support the planning process are beneficial for beginner and developing writer and help the writers to produce good writing.

Among factors that affect ESL writing are language proficiency and writing strategies. Language proficiency plays a part to produce good writing. EFL learner's grammatical proficiency also affect the process of transferring the L1 into L2 such as English (Berman, 1994). On the other hand, the students cannot be aware of all the writing strategies used when writing in the English L2 classes (Yang, 2013). The success of a writer depends on how to use writing strategies (Congjun, 2005). EFL learners need to be encouraged to use a wide range of strategies to improve their writing. Therefore, the teacher must be careful in planning writing strategies that students can do their assignment which include grammar level, genre specifications and content (Lillis & Curry, 2006). By implementing writing strategies, learners become more autonomous in writing English.